

ABSTRACT

The school to prison pipeline is a modern phenomenon that indicates minority high school students are disproportionately discipline with correctional action at a harsher rate than non-minority students. This means that with correctional discipline, minority students are subjected to the school to prison pipeline through lack of distinction between school and legal systems which then create a channel towards incarceration. Using critical race theory framework, the current study aimed to examine the difference in reported crimes in schools by the proportion of the enrolled minority students and the implementation of alternative disciplines in schools by the proportion of the enrolled minority students. The secondary data analysis tested was used from the School Survey on Crime and Safety in 2016. The sample for the current study included minority enrollment at the high school level. In this study, the chi-square test was utilized to determine the relationship between minority enrollment and correctional discipline. The one-way analysis of variance (ANOVA) was used to determine the relationship between minority enrollment and alternative discipline.

INTRODUCTION

Significance of Study

Assess minority student percentage association to criminal behavior and intervention.

Purpose of Study

Potentially uncover factors that contribute to the school to prison pipeline by highlighting which interventions minority students are engaged with.

Research Question

- 1.) Do reported criminal behaviors significantly differ by the rates of enrolled minority students in the school?
- 2.) Are there differences in implementing alternative discipline in schools by the rates of enrolled minority students?

Hypothesis

- 1.) There is a difference in the frequencies of criminal behavior by the rates of enrolled minority students.
- 2.) The data will show a difference in implementation of alternative disciplinary programs, such as prevention curriculum and student involvement, by the rates of enrolled minority students in school.

LITERATURE REVIEW

- Prison industrial complex shapes the everyday life of schools and is similar in design to the detention system used in educational settings
- Once the court system is involved in student's discipline it is almost impossible for the student to rejoin traditional schools they were once enrolled in
- Alternative disciplinary methods allow students to use their mistakes as a teachable opportunity
- While no academic progression was detected using alternative discipline, major positive impact could be found in the lowering of rates in student absences, truancy and misconduct in school settings.
- President Barrack Obama introduced the "Positive Behavior Effective Schools Act" which supports behavioral support programs and gives authorization for federal funding.
- Critical Race Theory is used because it examines how policy, educational theory and practice are used to subordinate specific ethnic and racial groups.

METHODS

Research Design and Data Collection

- The secondary data analysis for this project was collected from the School Survey on Crime and Safety (SCCOS) between the years of 2005-2006 in the United States.
- It used a cross-sectional study design utilizing the data collected from the School Survey On Crime and Safety.
- Participants recruited for this study were taken from a sampling framework that was constructed using the NCES data from a prior survey conducted called the Common Core of Data (CCD). The CCD is a survey system that is conducted every year to assess all public schools in the country.
- Public charter schools were included in the study.

Characteristic	Sample	f	%
Percent of students with limited English proficiency		M=6.07	SD=11.378
Urbanicity			
City		231	25.0
Urban Fringe		345	37.3
Town		104	11.3
Rural		244	26.4
Minority Students			
Less than five percent		163	17.6
5 to 20 percent		275	29.8
20 to 50 percent		223	24.1
50 percent or more		231	25.0

One-way analysis of variance (ANOVA)

Crime and Minority Students Enrollment

- The one-way ANOVA test was used to assess the relationship of rate of minority status groups and (a) the number of attacks without weapon reported to police and (b) number of possessions of alcohol reported to the police.
- Threats of attack without weapon being reported to police showed a significant difference by the minority student enrollment rates ($F(3,891)=8.419, p=.01$) [Figure 1].
- Alcohol possession being reported to police showed weak but significant association with minority student enrollment rates ($F(3,891)=5.937, p=.01$) [Figure 2].

Chi-Square Analysis

The Chi-Square test was used to examine whether there was a significant relationship between alternative discipline and minority students in high school. Results from this analysis revealed a positive association between alternative discipline and minority student enrollment. In-school disciplinary plan, prevention curriculum and number of student involvement resolving problems all showed a strong association among minority student enrollment.

Measures

Variables	f	%
Recorded Crimes		
Threats of attack w/out weapon reported to police	M=5.14	SD=12.12
Possession/Use of alcohol reported to police	M=2.44	SD=4.205
Alternative Discipline Practice		
In - School Disciplinary plan available		
Yes	554	60.0
No	370	40.0
Prevention Curriculum/Instruction/Training		
Yes	691	74.8
No	233	25.2
Student involvement resolving problems		
yes	527	57.0
No	397	43.0

RESULTS

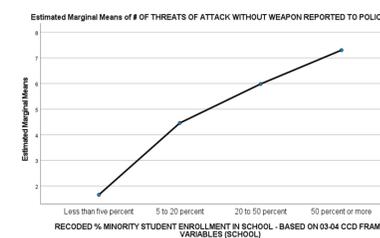


Figure 1. Number of attacks without weapon reported to police by different minority status

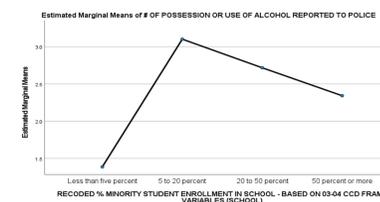


Figure 2. Number of alcohol possession reported to police by different minority status

Figure 3. Number of in-school disciplinary plan available by different minority status.

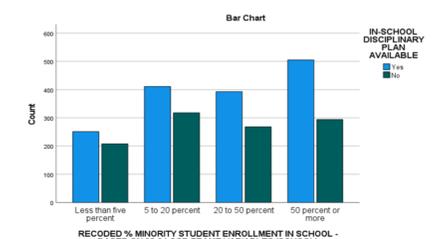


Figure 4. Number of prevention curriculum available to different minority status.

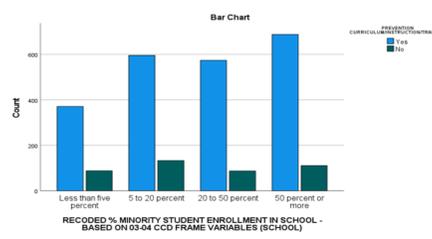
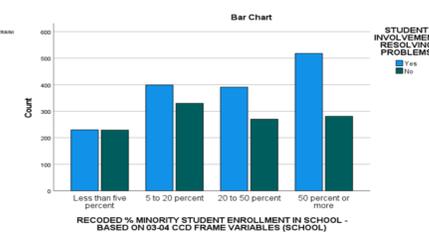


Figure 5. Number of student involvement resolving problems available to different minority statuses.



DISCUSSION

Summary of Findings

- The number of attacks without weapon reported to police was positively associated with minority students in high school, which is consistent with prior research
- In the case of alcohol use, results were not corresponding to the ratio of minority students in the school.
- Schools with higher rates of minority student enrolment tend to implement alternative curriculum
- The findings tell that not every criminal involvement is associated with predominance of minority students.

Implications for Research and Practice

- The current study highlighted that police presence is used when violence is involved, but also that alternative discipline without police presence is widely used as well.
- Future research should examine more definitive factors such as specific ethnic groups, cultural differences, and socio-economic status to better identify how these factors influence the view of authority and discipline within their community
- More research that examines a broader range of school systems such as special education schools, vocational schools, adult continuing education schools, and schools sponsored by the Bureau of Indian Affairs.
- Efforts made to identify which disciplinary track is being used in specific communities they are serving in order to address issues of stratification among higher population rates of minority students.

Strengths and Limitations

Strengths

- Minority student's enrollment in high schools across the nation were chosen to ensure a nonrandom contribution to selection bias.
- Strong relationship found between number of attacks without weapon using police presence among minority student enrollment which supports the hypothesis.

Limitations

- The original data set did not provide enough evidence to test more infractions that used police presence.
- Study did not investigate the student's response to their discipline which could further highlight how their perception of treatment influences their behavior.
- More defining factors, such as other forms of secondary education, and specific ethnic groups could have yielded more diverse responses

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